

**New Ash Green Primary School Equality Plan
2021-2024**

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- 1. Mission statement**
- 2. About our school**
- 3. Our legal obligations on equality**
 - a. The Equality Act 2010**
 - b. The Education Act 2002 (community cohesion)**
- 4. Mainstreaming equality into policy and practice**
 - a. Teaching and learning**
 - b. Promoting positive attitudes and relationships**
 - c. Encouraging pupil participation**
 - d. Meeting specific needs**
 - e. Admissions and exclusions**
 - f. Eliminating discrimination and harassment**
 - g. Staffing and employment**
- 5. Roles and Responsibilities**
 - a. The role of the governing body**
 - b. The role of the head teacher**
 - c. The role of individual staff (teaching and non teaching)**
- 6. Tackling discriminatory incidents**
- 7. Consultation and involvement**
- 8. Reviewing this equality plan**

Annex A: Objectives for 2012-2015

Annex B: Checklist for school staff and governors

1. Mission statement

At New Ash Green Primary, we are committed to ensuring equality and equity of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

As a school, we do not tolerate discrimination. We tackle it by positively promoting equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At New Ash Green Primary, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

2. About our school

Most pupils are from White British backgrounds on the school roll.

The proportion of pupils with special needs and/or disabilities is generally in line with the national average. Most of the pupils' difficulties are with communication, social and emotional and mental health, speech and language, ASD, and emotional needs.

Our key strengths are that relationships within the school are very positive, that pupils have high levels of engagement, behave well and are happy, safe and motivated. There is a thriving learning environment and we have good relationships with outside agencies.

3. Our legal obligations on equality

As a school, we must comply fully with all relevant legislation, in particular:

3a. The Equality Act 2010

The Equality Act 2010 is the most significant piece of equality legislation to be introduced for many years. It is there to strengthen protection, advance equality and simplify the law.

The act brings together, significantly adds to and strengthens a number of previous laws, including laws on race and disability. One key change is that it extends the protected characteristics to encompass:

- Age*
- Disability
- Gender reassignment
- Marriage and civil partnership*
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

**These characteristics are only protected in relation to the school's role as an employer, and not to its relationship with current, prospective, or former pupils.*

As a school, we have a general duty under the Equality Act to:

- eliminate unlawful discrimination, harassment and victimisation
- advance equality of opportunity, and
- foster good relations.

This means that we must take all reasonable steps to prevent discrimination, harassment or victimisation. We are not, though, legally responsible for any actions of pupils that are outside of the school's reasonable control. Individual staff are also legally responsible for their own actions unless these actions are simply reflecting a school-wide policy.

To ensure we are accountable to parents, to the public, and to the Local Authority we must:

- publish information to show how we comply with the general duty
- prepare and publish one or more equality objectives.

3b. The Education Act 2002

The Education and Inspections Act 2006 gave governing bodies of state schools a new duty to promote community cohesion.

Community cohesion encompasses promoting good relations between pupils from different races, faiths / beliefs and socio-economic backgrounds. The duty came into force on 1 September 2007.

4. Mainstreaming equality into policy and practice

This equality plan sets out how we comply with equality law. We have set ourselves some specific objectives for improving the way in which we promote and practice equality within school between 2021 and 2024, and these are in the table at Annex A. The plan and the objectives have been approved by our governing body and are published on the school's website.

We already ensure that equality is embedded in every aspect of school life and that we take it into account in developing and reviewing all school policies. All school policies are reviewed, updated and approved by our governing body at least every three years. The governing body also holds us to account for the way in which we implement them.

The current school policies are published on the school's website and can also be viewed via the office.

Some of the main most important things we do to promote and practice equality are also set out below.

4a. Teaching and learning

We provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we:

- Use contextual data to improve the way we support individual pupils and groups of pupils;
- Ensure that all our pupils have access to all the opportunities we offer;
- Monitor achievement data by ethnicity, gender and disability and if we identify any gaps, we address them quickly;
- Take account of the achievement of all our pupils when planning for future learning and setting challenging targets;
- Provide extra support for pupils who are under-achieving;
- Help to prepare our pupils for life in a diverse society by using teaching approaches and teaching materials that reflect the diversity of the school population and local community without stereotyping;
- Promote attitudes and values that challenge discriminatory behaviour and prejudice;
- Provide specific opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- Encourage classroom and staffroom discussion about equality issues and their impact on expectations and learning;
- Seek to involve all parents and carers in supporting our pupils' education.

4b. Promoting positive attitudes and relationships

We provide all our pupils with opportunities to interact with and build positive relationships with people from different backgrounds. For example we:

- Promote shared values, the awareness of human rights, and how to apply and defend them through the School's Vision and Core Values;
- Make links with other schools, including schools specialising in supporting children with special needs and disabilities;
- Develop skills in participation and responsible action, for example through the new "Identity and Diversity: living together in the UK" strand of citizenship education;
- Developing the school's Global Education which will enhance the school's international perspective.

4c. Encouraging pupil participation

We provide all our pupils with opportunities to make a positive contribution to the life of the school. For example we:

- Actively encourage pupils to be involved in the school council either as elected or co-opted members;
- Encourage pupils to participate in a range of roles in school performances and class assemblies';
- Involve pupils in fundraising for the school and for the charities that we support;

- Ensure that participation in our Gifted and Talented programme, and other school programmes, is representative of our school's diverse population.

4d. Meeting specific needs.

We recognise that some of our pupils and their families need more help to access the school and the opportunities it provides. We work with them and with other agencies to provide extra support. For example we:

- Provide a breakfast club and work with Westhill Life Ltd to provide care for pupils before and after school that is responsive to their needs and diversity;
- Provide specific support to pupils who are disabled or have special needs during their transition from pre-school into primary and primary to secondary school, to ease the stress of moving and increase their familiarity with new school surroundings;
- Ensure that school trips, events, PE and lunchtime activities are designed so that children who are disabled or have other special needs can take part in them;
- Provide specialist equipment where necessary to ensure that all staff, pupils and their families can play an active part in the life of the school.
- Provide specific support for pupils with health needs working with the parents and outside agencies culminating in a Health Care Plan which is agreed by all parties.
- Provide specific support for pupils who have personal care difficulties. A personal Care plan would be developed with the family alongside the school.

4e. Admissions and exclusions

Our admissions arrangements follow the Kent Admissions Arrangements.

Decisions on exclusion are only taken as a last resort and are always based on the school's Behaviour Policy. We closely monitor all exclusions to ensure fairness, and to identify and minimise any unintended impact that exclusion may have on the excluded pupil or their family.

4f. Eliminating discrimination and harassment

We do not tolerate harassment. In particular we:

- Ensure that equality issues are reflected in the school's anti-bullying policy and behaviour policy
- Support staff to challenge and address bullying and harassment wherever it occurs
- Record incidents and report to the governing body and local authority termly on how they have been dealt with.

4g. Staffing and employment

All staff appointments and promotions are made on the basis of merit and ability, and in compliance with employment law. However, we ensure wherever possible that the staffing of the school reflects the diversity of the school population.

Equality is always considered when allocating Teaching and Learning Responsibilities (TLR) and re-evaluating staff structures, to ensure decisions are free of discrimination.

All staff are offered opportunities for continued professional development.

5. Roles and responsibilities

The governing body and the school work together to ensure that we meet our equality responsibilities. Our main roles and responsibilities which are relevant to equality are summarised below:

5a. The role of governors

- To ensure the school meets its legal obligations under the Equality Act 2010;
- To promote community cohesion under the Education Act 2002;
- To review and endorse the school's equality plan, and all school policies, three-yearly;
- To support the headteacher and the school in implementing the equality plan and school policies and to act as a "critical friend" to help the school identify areas for improvement.

5b. The role of the headteacher

- To lead by example in actively promoting and practising equality;
- To ensure that the school's equality plan is implemented, with support from the governing body;
- To ensure that all individual members of staff are aware of the equality plan, have due regard to its contents, and fully understand their legal obligations;
- To investigate and take action when any potential breaches of the law are identified;
- To record and monitor all discriminatory incidents, and how they are handled, reporting termly to the governing body and LA.

5c. The role of individual staff (teaching and non-teaching)

- To comply with equality law;
- To have due regard to the school's equality plan and support the headteacher in implementing it;
- To act as positive role models for pupils;
- To use teaching approaches, and to provide teaching materials, that give positive images of people sharing characteristics protected by the Equality Act 2010
- To challenge discrimination, record discriminatory incidents, and report them to the headteacher for investigation.

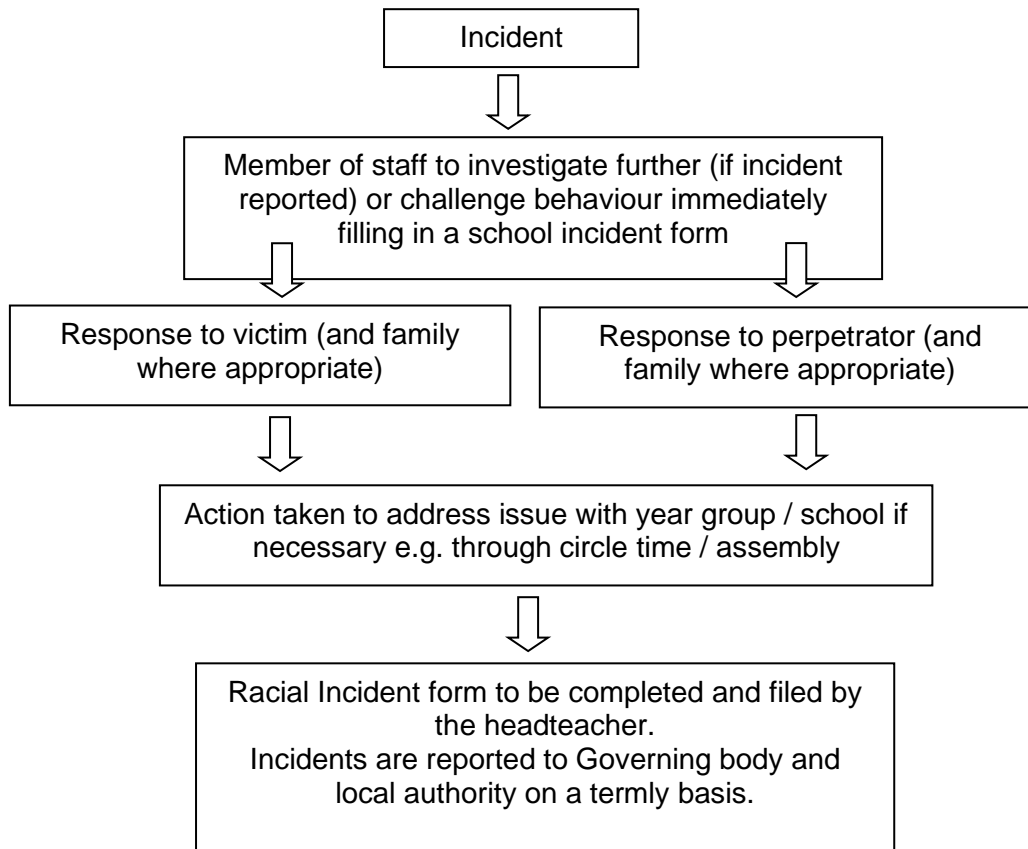
6. Tackling discriminatory incidents

Any form of harassment on grounds of race, gender, disability, sexual orientation or any other characteristics protected by the Equality Act 2010 is a discriminatory incident. Discriminatory incidents can include – but are not limited to - verbal or physical abuse, name calling, insults, derogatory comments or jokes, exclusion from groups and games or refusal to co-operate with groups that share protected characteristics, bringing discriminatory material into school, and discriminatory graffiti.

A racist incident is further specifically defined by the Stephen Lawrence Inquiry Report (1999) as:

'any incident which is perceived to be racist by the victim or any other person'.

Our school procedure for dealing with discriminatory incidents is set out below:



7. Consultation and involvement

Development of the equality plan has been informed by the views of staff, pupils, parents and carers. In particular we have used the following to shape the plan:

- Issues about achievement raised in annual reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps, mentoring and support;
- Feedback from **parents and carers** through the annual parent questionnaire, parents' evenings, parent forum meetings.
- Feedback from **staff** through staff surveys, professional development meetings, and INSET events;
- Feedback from **pupils** through the school council, PSHE lessons, whole school surveys on children's attitudes to self and school;
- Feedback from **governors** through governing body meetings and governor monitoring visits.
- Feedback from the local community from the Village Focus Group and the Children's Centre Meetings.

8. Reviewing this equality plan

The Equality Plan will be reviewed by the governing body three yearly as part of its rolling programme for reviewing all school policies.

Action	Who is responsible for doing it	When we will do it	How we will monitor the impact	How we will know we are successful	Equality issue (N/A where does not apply)						
					Race	Disability	Religion/belief	Gender/orientation	Marriage/civil partnership	Pregnancy/maternity	Age
Publish and promote the Equality Plan through the school website, newsletter and PDMs	Headteacher	Autumn 2021	SMSC Lead to monitor using a variety of strategies	Staff are familiar with the principles of the Equality Plan and use them when planning lessons/creating class displays Parents are aware of the Equality Policy and Plan	√	√	√	√	√	√	√
Continue to monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data	Headteacher / Governing body	In Dec Mar and July annually	Analysis of teacher assessments/ annual tracking data.	Data shows that the gap in achievements is continuing to narrow for equality groups eg GRT, SEN, Pupil Premium	√	√	√	√			
Ensure that the curriculum promotes role models and heroes that young people positively identify with, reflecting the school's diversity eg Be the Best you can Be and Global education	Humanities lead, through history lesson plans	Sept 2021-2024	Examples of work across the school. Stay and learn sessions and Governor monitoring visits.	Notable increase in engagement, and confidence, of pupils from the different equality groups. Improvement in achievement outcomes for the EAL children.	√	√	√	√			
Ensure all the pupils have an opportunity to express themselves through The Arts and cultural	The Arts Lead	Sept 2021-2024	Examples of work across the school. Stay and learn sessions and	Notable increase in engagement, and confidence, of pupils in The Arts	√	√	√	√			

ANNEX A

Action	Who is responsible for doing it	When we will do it	How we will monitor the impact	How we will know we are successful	Equality issue (N/A where does not apply)						
					Race	Disability	Religion/belief	Gender/orientation	Marriage/civil partnership	Pregnancy/maternity	Age
opportunities			Governor monitoring visits.								
Continue to promote Gifted and Talented programmes	Member of staff leading on G&T	Sept 2021	Gifted and Talented register monitored by SLT.	Analysis of the Gifted and Talented register indicates it is changing to reflect more closely the school's diversity.	√	√	√	√			
Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council by election or co-option), class assemblies, fund raising etc.	Member of staff leading on school council	Sept 2021 - 2024	School council representation and the roles of club Leaders, Pupil Mentors and head boy and head girl	More diversity in school council membership and take up of other roles.	√	√	√	√			
Continue to encourage all pupils who are Pupil Premium to attend at least one club in the school to enhance their opportunities and experiences. See PP Action Plan	Headteacher	Sept 2021- 2024	Participation in out of school sports clubs (as reported by parents and pupil in response to school questionnaires) monitored by gender	More pupils who are PP pupils participating in clubs after school.	√	√	√	√			

Check list for school staff and governors

- Is information collected on race, disability and gender with regards to both pupils and staff e.g. pupil achievement, attendance, exclusions, staff training? Is this information used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides?
- How has your Equality Plan been shaped by the views, input and involvement of staff, parents and pupils?
- Is pupil achievement analysed by race, disability and gender? Are there trends or patterns in the data that may require additional action, and has action been taken to address these?
- Does the curriculum include opportunities to understand the issues related to race, disability and gender?
- Are all pupils encouraged to participate in school life? Are pupils who make a positive contribution reflective of the school's diversity e.g. through class assemblies / school council?
- Is bullying and harassment of pupils and staff monitored by race, disability and gender, and is this information used to make a difference to the experience of other pupils? Are racist incidents reported to the governing body and local authority on a termly basis?
- Are visual displays reflective of the diversity of your school community? How are minority ethnic, disabled and both male and female role models promoted positively in lessons, displays and discussions such as circle time and class assemblies?
- Does the school raise awareness of issues around race, disability and gender within assemblies and in the curriculum?
- Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events which parents, carers and the community attend held in an accessible part of the school, and are issues such as language barriers considered?
- Are the accessibility needs of parents, pupils and staff considered in the publishing and sending out of information, in terms of race, disability and gender?
- Are procedures for the election of parent governors open to candidates and voters who are disabled?